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work of life. The following chapter headings indicate the trend of the discussion: "Appetites and Their Place in Life," "Nature of Sex and Some of Its Effects on Human Behavior," "Directing Appetites through Sublimation," "Practical Aids in Directing and Controlling the Sex Appetite," "Sex and Inheritance," and "Sex and Religion."

The book is written primarily for voluntary discussion groups of young men in colleges and deals directly with the sex factor as related to men. The question-and-answer method is used, which gives the discussion concreteness. The problem of educating younger boys regarding sex matters is considered, as well as the specific problems of the college period. The book will be most useful in the direct manner in which it is intended to be used. It is hardly suitable as a textbook, but will be valuable to teachers in directing their own thinking upon this subject, and in giving them a clearer understanding of their own obligations to young boys in these matters. As an inspiration and guide to serious-minded college men and teachers, this book can be very highly recommended.

Mathematics for secondary schools.—Many new texts and revisions of old ones are being presented for use in schools of secondary grade. Among the books received during the year, the following are representative of the more significant efforts to reorganize the courses in mathematics at this level: *Modern Junior Mathematics*[1] is the third of a series of textbooks designed to cover the work of the seventh, eighth, and ninth grades. The three books aim to teach arithmetic, algebra, geometry, and trigonometry as one subject. The larger part of the third book is concerned with the study of algebra and includes the following topics: positive and negative numbers, the fundamental operations with integers and fractions, simple and quadratic equations, systems of linear equations in two unknowns, and systems containing one linear and one quadratic equation. The graph is used to illustrate the solutions of simultaneous equations.

The remainder of the book contains a brief chapter on the applications of the sine, cosine, and tangent functions; one on the meaning of logarithms and their uses in multiplying and dividing arithmetical numbers; and one chapter on geometry, leading up to the formal demonstrations of theorems on congruent triangles and parallel lines.

At the end of this course the pupil is prepared to take up the study of intermediate algebra or of demonstrative geometry.

Plane Geometry,[2] a new text by the authors of a well-known algebra series, is an excellent treatment of this subject. Unusual care has been taken to make the definitions, axioms, and proofs scientifically exact. The book contains numerous interesting and valuable historical notes. Proof of incommensurable cases of theorems by means of the theorem of limits has been discarded. There are numerous arithmetical applications and exercises for algebraic solution.

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[1] MARIE GUGLE, *Modern Junior Mathematics. Book III.* New York: Gregg Publishing Co., 1920. Pp. xiii+241.

[2] HERBERT E. HAWKES, WILLIAM A. LUBY, and FRANK C. TOUTON, *Plane Geometry.* Boston: Ginn & Co., 1920. Pp. viii+305.

The authors appreciate the great difficulty experienced by students in beginning the study of deductive plane geometry. One of the causes for this difficulty is the learner's lack of understanding of the reason for giving logical proof. "To let the student see the reason for mastering the content of each theorem the first theorem is used to prove the second, the second to prove the third, etc." Furthermore, they have endeavored to reduce the usual large number of definitions, axioms, and postulates found in the first pages of the traditional textbooks to a minimum, beginning the first proof on the tenth page.

However, failure to understand the reason for logical proof is not the only cause of the student's inability to enter into the spirit of demonstrative geometry. He needs wide experience with the concepts of plane geometry and a great deal of reasoning of the informal type before he can understand and appreciate a rigorous formal demonstration. Many writers supply this experience in the form of experimental and constructional geometry. The authors defer constructional work to the second book where it is possible to prove that the methods used in the constructions are correct, and employ the strictly logical proof from the beginning. The average student will therefore find the text difficult, but it might work very well for special classes of gifted students.

A Second Book in Algebra[1] is a continuation of the authors' *First Book in Algebra*. It is divided into two sections, each supplying a sufficient amount of work for one semester. The first part carries the student over the traditional subjects of algebra through progressions. A discussion of logarithms forms the closing chapter.

The second part is an extension of the principal topics treated in the first. In half-year classes it may be used for excess-credit assignments for the better students in the class.

Special features of the course are the graphical illustrations of the solutions of simultaneous equations and the prominence given to the formula and verbal problems.

Elementary Functions and Applications[2] is a course intended for the Freshman year in college or the first year of the junior college. Teachers of secondary mathematics will find in this book an abundance of material which may be used with profit in the upper classes of the high school. Since the essentials of trigonometry, advanced algebra, analytic geometry, and calculus are treated in this book, it may be considered as general mathematics, and will be helpful to the general student as well as to those who expect to continue the study of mathematics.

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[1] FLETCHER DURELL and E. E. ARNOLD, *A Second Book in Algebra*. New York: Charles E. Merrill Co., 1920. Pp. iv+330.

[2] ARTHUR SULLIVAN GALE and CHARLES WILLIAM WATKEYS, *Elementary Functions and Applications*. New York: Henry Holt & Co., 1920. Pp. xx+436.

The central topic is the study of functions, with graphical illustrations used freely. The elementary notions of calculus are introduced at the start and are used in the study of functions, giving the student a knowledge of the fundamental ideas of the derivative and the integral.

The book contains a brief chapter on statistical methods. Since these methods are being used more and more in many fields, the general college student should find this treatment of the topic helpful and valuable.

A new supplement to the Hillegas scale.—The feeling that perhaps the most valuable turn that can be given to the testing movement just at this time may be the improvement of existing tests by means of revisions and supplements is finding frequent expression in the test materials being presented. One such contribution[1] which will appear as the "Virginia Supplement to the Hillegas Scale" is the outgrowth of the Virginia School Survey. It is made up of compositions written by first-year high-school pupils of the state in May, 1919. The compositions from which the scale is selected were scored on the "Nassau County Supplement of the Hillegas Scale." The new scale is presented in pamphlet form, the booklet containing, in addition, a discussion of the purposes and methods of use of the scale and a number of samples for practice in scoring.

High-school statistics.—The administrative and financial problems arising from the maintenance of a free system of secondary schools in all the states are fast becoming so acute that any authentic figures with reference to conditions and tendencies in public high schools will be eagerly scanned by all who are sensitive to the present situation. One section[2] of the Biennial Survey of Education is devoted to a study of high schools and is published separately. The report describes the type and size of the schools considered, records the number of students, the percentage of the total population attending high schools, the amount of schooling provided, and various items of expense. A total of 13,951 high schools are included in this year's report, a gain of 1,948 over the number reported the previous year. Attention is called to the fact that the number of secondary schools being maintained at public expense is increasing so rapidly that one high school has been established on the average each day since 1890. It is further noted that the proportion of all moneys spent for permanent outlay which is devoted to high schools has increased from 27.7 per cent in 1910 to 33.4 per cent in 1918. As compared with elementary-school pupils, it costs 2.67 times as much to keep a high-school pupil in school for a year and 5.5 times as much to provide the necessary buildings and equipment. The report will be read with

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[1] EARL HUDELSON, *Hudelson English Composition Scale.* Yonkers-on-Hudson, New York: World Book Co., 1921. Pp. vii+46.

[2] "Statistics of Public High Schools, 1917–18," *Bureau of Education Bulletin No. 19, 1920.* Washington: Department of the Interior. Pp. 192. $0.25.